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ABSTRACT

The purpose of the Hilroy Fellowship Program is to encourage and reward elementary and secondary classroom teachers who have developed new methods, approaches, or devices for the improvement of teaching practices. This publication is a compilation of the resumes of innovative projects of the Hilroy Fellowship in 1980. Information on how to order copies of the original material is given. Nineteen projects are listed in the following fields: fine arts, educational process, language arts, natural sciences, social sciences, vocational science, and miscellaneous, which includes such topics as solar energy and remote sensing. (FG)

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INNOVATIONS IN TEACHING

RESUMES OF THE HILROY FELLOWSHIP PROGRAM

1980

administered by

CANADIAN TEACHERS' FEDERATION TRUST FUND

110 Argyle Avenue
Ottawa, Ontario.
K2P 1B4

INNOVATIONS DANS L'ENSEIGNEMENT

RÉSUMÉS DU PLAN DE BOURSES HILROY

1980

administré par le

FONDS FIDUCIAIRE DE LA
FÉDÉRATION CANADIENNE DES ENSEIGNANTS

110, avenue Argyle
Ottawa (Ontario)
K2P 1B4

SP 017584

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FOREWORD

Each year the Canadian Teachers' Federation proposes to publish the résumés of projects of the Hilroy Fellowship Program. This booklet contains the résumés for the year 1980.

You will note that each résumé has a project number, in addition to its title and author. If, after reading the résumés, you would like to see the original material, we will copy it when feasible and have it sent to you for your own use. If the project involves the use of concrete materials such as tapes, slides, or non-reproduceable material, these will be sent to you on loan for a given period of time.

Requests should be addressed to: Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, K2P 1B4.

The Canadian Teachers' Federation will make every effort to have all the projects readily available for those who wish to study them further.

Projects are accepted, published and reproduced in the language chosen by the author(s) and are not translated by this office.

We hope the publication of these résumés will prove of value to the many educators across Canada who are interested in creative and innovative, teacher-prepared materials in the field of education.

AVANT-PROPOS

La Fédération canadienne des enseignants se propose de réunir dans une publication annuelle les résumés des projets réalisés dans le cadre du Plan de bourses Hilroy. Le présent livret renferme les résumés pour l'année 1980.

Chaque résumé est accompagné d'un numéro, outre le titre et le nom de l'auteur. Après la lecture des résumés, si vous voulez obtenir les documents originaux, nous les reproduirons s'il y a lieu et vous les enverrons. Si le projet comprend l'utilisation de rubans, de diapositives ou d'autre matériel non reproductible, nous nous ferons un plaisir de vous prêter ceux-ci pour une période déterminée.

Prière d'adresser toute demande à la Fédération canadienne des enseignants, 110, avenue Argyle, Ottawa, Ontario, K2P 1B4.

La Fédération canadienne des enseignants s'efforcera d'avoir tous les projets disponibles à l'intention des personnes désireuses de les étudier davantage.

Chaque projet est reçu, publié et reproduit dans la langue de l'original et notre bureau n'en fait pas la traduction.

Nous espérons que la publication de ces résumés sera utile à tous les éducateurs du Canada qui sont intéressés par des exemples de matériel didactique créateur et innovateur conçu par des enseignants.

INTRODUCTION

The Hilroy Fellowship Program was established in 1969 by the Roy C. Hill Charitable Foundation and is administered by the Canadian Teachers' Federation Trust Fund. The aim of the Program is to encourage and reward active classroom teachers who have developed new ideas for the improvement of teaching practices.

Teachers who are working at any level in an elementary or secondary school and who have devised new methods, new approaches or new teaching devices, are invited to apply for Fellowships. Small groups of teachers who worked as a team under the chairpersonship of a coordinator are also eligible. Application forms and related instructions may be obtained from the Secretary-Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario, K2P 1B4 or from provincial or territorial teachers' organizations. Applications may be in either English or French.

Recommendations for the award of Fellowships of approximately $1,200 each at the provincial level will be made by the provincial teacher organizations. Recommendations for the award of Fellowships of approximately $1,200 each to teachers in the Territories and for national awards for outstanding merit, approximately $3,800 each, will be made by a National Advisory Council. The final selections in all cases will be made by the Roy C. Hill Charitable Foundation.

Applicants selected for awards will be called upon to submit descriptive outlines (résumés) of their projects suitable for publication. Full payment of awards will be made on receipt of satisfactory résumés.

In all matters relating to the Hilroy Fellowship Program and the awards, the decision of the Roy C. Hill Charitable Foundation is final.

While the stated purpose of the Hilroy Fellowship Program is to encourage and reward the innovative classroom teacher, it may be considered to have a more out-reaching objective — namely, the fostering of improved teaching practices for the general improvement of education. In keeping with this objective, this publication is a compilation of the résumés of innovative projects by classroom teachers, projects for which the innovators have been judged worthy of recognition by the award of a Hilroy Fellowship in the year 1980. It is hoped that this publication and the résumés it contains will encourage other teachers to experiment and to innovate.

7

Copies of this report are available to practising teachers without charge on request to the Secretary-Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario, K2P 1B4.

INTRODUCTION

Établi en 1969 par la Fondation de bienfaisance Roy C. Hill, le Plan de bourses Hilroy est administré par le Fonds en fiducie de la Fédération canadienne des enseignants. Il vise à encourager et à récompenser les enseignants actifs qui ont conçu de nouvelles idées aux fins de perfectionner les méthodes pédagogiques.

Les enseignants du niveau primaire ou secondaire, qui ont établi de nouvelles méthodes, de nouvelles approches ou de nouveaux moyens d'enseignement, sont invités à présenter leur demande. Les petites équipes d'enseignants, oeuvrant sous la présidence d'un coordonnateur, sont également admissibles. On peut obtenir des formules de demande et des indications pertinentes en s'adressant au secrétaire-trésorier, Fonds en fiducie de la FCE, 110, avenue Argyle, Ottawa, Ontario, K2P 1B4, ou aux organisations d'enseignants provinciales ou territoriales. Les demandes peuvent être présentées en français ou en anglais.

Sur le plan provincial, les organisations d'enseignants provinciales recommanderont les candidats pour les bourses valant environ $1,200. Le Conseil consultatif national recommandera les candidats pour les bourses d'environ $1,200 chacune destinées aux enseignants des territoires ainsi que les candidats pour les bourses nationales d'environ $3,800 chacune en reconnaissance de travaux exceptionnels. Dans tous les cas, la Fondation de bienfaisance Roy C. Hill fait la sélection finale.

On demandera aux heureux candidats de fournir un aperçu descriptif (résumé) de leur projet aux fins de publication. Le paiement intégral des bourses s'effectuera sur réception d'un résumé satisfaisant.

En tout ce qui concerne le Programme de bourses Hilroy et l'attribution des bourses, la décision de la Fondation de bienfaisance Roy C. Hill est sans appel.

Même si le Plan de bourses Hilroy est destiné à encourager et à récompenser les enseignants innovateurs, son but est de portée beaucoup plus grande: il vise à promouvoir l'amélioration des méthodes pédagogiques en vue de l'avancement général de l'éducation. En raison de quoi, la présente publication est mise à votre disposition. Elle constitue un recueil de comptes rendus de projets innovateurs réalisés par des enseignants actifs qui ont ainsi mérité une distinction, soit l'obtention d'une bourse Hilroy, au cours de l'année 1980. On vous offre ce

recueil dans l'espoir de motiver d'autres enseignants à innover et à tenter des expériences.

Les enseignants actifs peuvent obtenir des exemplaires gratuits du présent rapport en adressant une demande au secrétaire-trésorier, Fonds en fiducie de la FCE, 110, avenue Argyle, Ottawa, Ontario, K2P 1B4.

Name and address of teacher: 80—1—1

Mr. Thomas Hamilton-Irving*
171 Beechwood Avenue
Summerside, Prince Edward Island
C1N 2J2

Name and address of school:

Three Oaks Senior High School
10 Kenmoore Avenue
Summerside, Prince Edward Island
C1N 4V9

Title:

THE PEN AND EYE

Introduction

"The Pen and Eye" started to take shape as a major extension of the design course which is the second of our three year Art course at Three Oaks. It became apparent during our opening year that the great interest in calligraphy was spread to all subjects in the curriculum and was in demand by non-art students, staff and organizations within the school program.

The demand for basic techniques and some type of text became greater as other schools and groups who present certificates, awards, etc. sought methods of not only achieving their aim but providing a well graded series of practice and project books. There are many texts available which explain calligraphy and trace its historical background, but do not provide graduated series of practice sheets nor do they suggest creative and innovative ideas to stimulate students of all grades.

"The Pen and Eye" project has fulfilled a dual purpose inasmuch as it has:

(a) provided the students with a series of workbooks; and
(b) has been instrumental in developing creative approaches to Art not normally found in the school program.

The sureness of stroke, the creativity of scrolling, ornamenting and illuminating have been translated to brush and pencil work by the students who hitherto, have little or no Art instruction.

*Deceased. See Tribute at end of project outline.

Definition

Calligraphy is writing as an Art, the term derived from the Greek words for good or beautiful, and for writing or drawing — that which the masters called the fair Art of writing. It implies a sure knowledge of the correct forms of letters, and the skill to inscribe them with such ordering of the various parts and harmony that the cultivated and discerning "eye" will know the composition as a work of Art.

Method

The texts used in "The Pen and Eye" are designed to give the students plenty of practice room, to challenge them to be creative and to start with large, sure strokes and gradually reduce to size of calligraphy required.

To this end, six booklets are being issued, for use at all levels in Unit 2:

1. "The Pen and Eye" — Historical Development
2. "The Pen and Eye" — Teachers' Manual
3. "The Pen and Eye" — Book 1 Elementary
4. "The Pen and Eye" — Book 2 Intermediate
5. "The Pen and Eye" — Book 3 Secondary
6. "The Pen and Eye" — Special Projects.

The first booklet introduces the student to eight basic strokes using a one inch steel brush pen which can be reduced in time to ¾ inch to ½ inch and ¼ inch brushes. As each stroke becomes sure and freedom and control develop in accord, the student is challenged to:

(a) create patterns and designs with each stroke
(b) to scroll — ornament and illuminate each stroke.

By the time the intermediate stage is reached, the student has formed words in Italic style and shows understanding of lay-out and ornamentation. As the students grow in confidence through the intermediate and secondary books and studies they are introduced to Old English and Gothic styles. The final booklet deals with special uses of calligraphy in all subjects, projects, clubs, personalized cards etc.

When a student has achieved fluency and a degree of rapidity of execution, they find that it takes only a little more time and care to produce a well-produced, colourful and creative piece of work than it would have done using the less reliable ball-point pen.

Results

The interest in and success of the project has been reflected in many ways — students have not only taken pride and care in achieving, but teachers have found also a creative and graceful method of holding a one inch piece of chalk at 45 degrees to simulate the steel brush and

hence present more creative chalkboard presentations. During the years, I have established a Calligraphic Design Studio which has produced personalized scrolls, citations, etc. for everyone from Her Majesty Queen Elizabeth to the Prime Minister and Premiers of Canada, and for more organizations than can be mentioned here. And, as the students find in calligraphy the challenge is to "create" rather than simply "produce" a work of Art which is not only artistic but is personalized.

A TRIBUTE TO
THOMAS HAMILTON-IRVING

Thomas Hamilton-Irving, a teacher at Three Oaks Senior High School, Summerside, P.E.I., for the past three years, died suddenly on April 1, 1980.

Mr. Hamilton-Irving came to Summerside in 1965 to teach at Athena Regional High School and joined the staff at Three Oaks High when it opened in 1976.

During his teaching career at Athena, Tom taught both art and music and also expended a great deal of time, effort and enthusiasm toward the development of a complete music and art program proposal for the high schools of Regional Administration Unit # 2.

He was also actively involved in the Little Red School House Teacher Centre and served for many years on the Board of Directors. Tom can be credited as one of the driving forces behind the formation of the resource centre within the Centre.

A keen supporter of the Teachers' Federation, Tom recently served on the Editorial Board of the Newsletter and influenced many positive changes in the paper. His artistic flare came to the fore and he suggested many changes in the lay-out of the paper to make it more attractive to the reader. Tom was also a man with a keen intellect and ready

sense of humor and submitted many works and cartoons of his own for publication in the paper.

In March 1980, Tom was notified that he had been named the provincial winner of the 1980 Hilroy Fellowship — a national program designed to recognize the innovative work of outstanding teachers. His project on Calligraphy was enthusiastically received by students and teachers and many demands were made on him to provide more and more courses on the topic.

Tom's contribution to Three Oaks Senior High School was extensive. He was actively involved in art and music, was an enthusiastic supporter of many extracurricular activities and guided students in a project to paint many outstanding murals on the walls in the corridors of the school.

Mr. Hamilton-Irving was also active in the community and the church and his contributions to music, art and youth groups will long be remembered.

He is survived by his wife, Frances and six children.

Thomas Hamilton-Irving
(PEITF Newsletter, April 1980)

Name and address of teacher: 80—1—2

Mr. Blaine E. Hatt
R.R. #5, Bryson Road
Fredericton, New Brunswick
E3B 4X6

Name and address of school:

Fredericton High School
365 Prospect Street
Fredericton, New Brunswick
E3B 3B9

Fredericton High School teacher wins $5,000 Hilroy Award for innovative "Elective Course in Atlantic Literature". (NBTA News, March, 1980)

Title:

ELECTIVE COURSE — ATLANTIC LITERATURE 1221

Atlantic Literature 1221 has been offered at Fredericton High School for the past two years and seeks to:

- promote the study of Atlantic Literature at the high school level;
- enable students to discover their own literature — that of Atlantic Canada;
- relieve the cultural deprivation from which students suffer if they are cut off from their own literature;
- demonstrate that Atlantic Literature like all literature grows out of its own environment and reflects cultural, regional and social preoccupations;
- examine the movements, influences and the development of Atlantic Literature through intense investigation of appropriate works.

The literature of the Atlantic Region has grown out of the historical happenings which have influenced this area while at the same time giving voice to a number of very distinct regional themes which may be generally categorized as being: the Sea; Physical Poverty; a Sense of Tradition; the Pastoral Myth; the Loser's Philosophy; "Goin" Down the Road and "Coming of Age".

These elements were synthesized into an historical-literary-thematic approach to the investigation of Atlantic Literature. This

unique approach has proven to be most desirable as it allows for a full investigation of time, place and condition. And, it must be conceded here in Atlantic Canada that it is difficult to know who we are or where we are going unless we know who we were and where we've been.

The Atlantic Literature 1221 is a one year elective course open to students from the Grade XI academic level and is taken in addition to the regular 122 English program. The class has a limited enrolment of thirty and students are selected for admission based on their attitude and interest as endorsed by their Grade XI English teacher. On successfully completing the course students receive a full graduating credit which is acceptable for university admission at the University of New Brunswick, Saint Thomas University, Mount Allison University and Dalhousie University to mention but a few.

The content of the course is subdivided into units of study beginning with an examination of the myths and legends of the First Inhabitants; namely, the Micmacs, Maliseets and Beothucks. Following a comparison-contrast of Native Literature, the course shifts its focus to Acadian Literature; particularly that which reflects the expulsion theme. Longfellow's "L'Evangeline" can effectively be used here and later compared to Roberts' "Tantramar Revisited". Following the Acadian unit is the study of Thomas Raddall's novel Roger Sudden which effectively examines the native people Acadians and early English colonists in conflict over supremacy of the new land.

The English factor having been established with the events of 1749, 1755 and 1758; the stage is now set for an investigation of the literature of the Pre-Loyalist and Loyalist era — Odell, Howe, Haliburton; the Scottish movement — McCulloch; and the Confederation era — Sherman, Carman, Roberts.

Systematically, the course moves into an examination of the importance of journalistic literature particularly at the turn of the century. An introduction of the writings of T.G. Roberts is effective here while excerpts from Stewart's Quarterly, the Nova Scotian and others provide considerable depth.

The course shifts slightly from its historical perspective following this unit and focuses on the contribution of literary artists. Roberts and Carman have by this time received considerable attention. This is followed by an examination of E.J. Pratt's literature of Newfoundland and L.M. Montgomery's contribution of Island lore in Anne of Green Gables (a most effective unit for the entire class).

Moving into the post-Second World War era, the literature of the 50's is investigated through the works of Bailey, Cogswell and Pacey. The decade of the 60's is examined through the literature of Acorn, Brewster and Nowlan.

At this point, the course again shifts focus and students become involved in a modern novel unit. The class is divided into six cohesive

groups of five; each group choosing the novel of their choice from: Randall's The Nymph and The Lamp; Buckler's The Mountain and The Valley; Janes' House of Hate; Bruce's The Channel Shore; and MacLennan's Each Man's Son and Barometer Rising. Discussion sheets aimed at assisting each group in a directed inquiry of the novel are provided. After a week of group discussion in which key points are noted and later compiled in a group report; several very profitable and informative classes then follow on comparison and contrast of character development, use of setting, expression of themes, et al.

The final unit is concerned with an examination of the explosion of writing during the decade of the 70's. The intent of this unit is to develop within students an awareness of the mushrooming of literature in the Atlantic Region and features a cursory introduction to the writings of numerous authors; such as: Guy, Richards, Hawkes, Horwood, Cockburn, Gibbs, Bauer, to mention but a few.

In addition to content, a major cultural event highlights the course structure. On May 2, 1979, the students were involved in an Atlantic Literature Evening which featured a kaleidoscoping of events directly paralleling the basic units of study. The students were active from January to May in the selection, writing and development of a myriad of creative activities designed to authentically reflect the literary tradition of the Atlantic Region. The entire process leading up to the staging of the event was an educational experience which my students regarded as being highly beneficial. As one student related: "It was like we were creating our own literature".

This year's class is avidly at work preparing an original script based on Al Purdy's poem "The Runners" and drawing thematic comparisons and contrasts from a multitude of Atlantic literary sources. It should prove to be an interesting project as the central tension focuses on:

"I think the land knows we are here
I think the land knows we are strangers.
Let us stay close to our friend the sea...".

The methods utilized in the teaching of this course are varied. In addition to those already mentioned, students are required to submit a portfolio of written assignments which includes a term paper, book reviews, original compositions; usually short stories or poetry. Other requirements include: completion of individual and group assignments which accompany each unit of study; presentation of oral reports; participation in inclass discussion sessions and active dialoguing with visiting authors or community resource people. There is periodic testing, and major examinations are held at the end of each term.

The teaching of a new literature course has been a most rewarding educational experience and yet the research, the development and implementation has really just begun. The Atlantic Literature pilot as it

now exists is in need of further revision. The content which the course seeks to convey is too encompassing and must be rectified through a modification of the units of study. In addition, individual student requirements need to be re-evaluated and if necessary truncated to allow students the opportunity of producing a higher degree of quality work. Refinement marks the next stage of development in an ongoing assessment of the effectiveness of Atlantic Literature 1221.

Margaret Atwood once wrote: "I don't think Canada is 'better' than any other place, anymore than I think Canadian literature is 'better'. I live in one and read the other for a very simple reason — they are mine, with all the sense of territory that implies. Refusing to acknowledge where you come from is an act of amputation. By discovering your place you discover yourself".

With very little modification that is the principle upon which the Atlantic Literature 1221 course was conceived and later implemented. Hopefully it has in measure offset the "act of amputation" which so greatly characterizes this Region of Canada and has permitted students through the exploration of literature relating to their own time, place and condition, to gain a better understanding of themselves and a deeper sense of their "territory".

Names and addresses of teachers: 80—2—3

Mrs. Elizabeth Crewe
53 North Augusta Road
Brockville, Ontario
K6V 2X5

Mrs. Wilma Anderson
R.R. #1
Prescott, Ontario
K0L 1T0

Mrs. Mary Carswell
48 Vanier Drive
Brockville, Ontario
K6V 3J5

Mrs. Sherril Mitchell
R.R. #3
Brockville, Ontario
K6V 5T3

Miss Edith Gavin
102 Ferguson Drive
Brockville, Ontario
K6V 4R1

Mrs. Wendy Mayhew
Box 1077
Smiths Falls, Ontario

Name and address of school:

Westminster Public School
29 Central Avenue West
Brockville, Ontario
K6V 4N6

Title:

READINESS FOR KINDERGARTEN OR BEFORE EARLY IDENTIFICATION

This project was designed to indicate to the parents of kindergarten students, enrolled for the September class, the kinds of skills necessary for success in the first year of school.

These are the skills which many four year olds lack due to inadequate environments provided by parents unfamiliar with the cognitive development of children and/or delinquent in creating and taking advantage of learning situations in the preschool years. They are the skills which have a direct bearing on the success or failure of these children especially in the area of language development.

In a "cart before the horse" operation, we attempted to meet the needs of the children in these areas before early identification disclosed deficiencies because experience has shown that many of our students begin school without the ability to listen to stories, to identify colours or numbers, or to use scissors. This handicap cannot be overcome in one year and these students usually fail to maintain the pace of their classmates.

The January enrolment provided us with the names and addresses of our candidates. Early in February we prepared fifty envelopes which included a letter to the child, a covering letter for the parent explaining the program, a small book, and an invitation to visit our library each

week for story-time with our librarian or one of the primary teachers. They were also permitted to borrow books. This was followed by subsequent mailings with teacher-made games for numbers and colours, and some suggestions for improving visual-motor skills plus glossy paper for paper chains.

Story-time in the library became a time to watch filmstrips and films, and to decorate and eat cookies (Easter eggs). The children were invited to spend time in the gym and in the kindergarten. When they became accustomed to the school they were left under the supervision of staff members while their parents enjoyed coffee and a chat about the problems and pleasures of raising youngsters. This informal group was guided by a staff member who attempted to centre the discussion about the development of small children.

Evaluation of this project was difficult as individual assessment of readiness skills before and after was not undertaken. We were gratified by the increase in the number of students participating in story-time from February to June, and the kindergarten teacher reported there were fewer children this year who knew absolutely nothing about colours and numbers. One by-product of the program was the familiarization of the little people and their parents with the school and with the several staff members who assisted.

Name and address of teacher: 80—2—4

Mrs. Catherine B. Mulvahill
Redstone P.O.
Chezacut, British Columbia
V0L 1S0

Name and address of school:

Chezacut Elementary School
Redstone P.O.
Chezacut, British Columbia
V0L 1S0

Title:

LIFE SKILLS CURRICULUM DEVELOPMENT AND IMPLEMENTATION FOR GEOGRAPHICALLY ISOLATED INDIAN STUDENTS

Forward

The **Life Skills Curriculum Development and Implementation for Geographically Isolated Indian Students** was undertaken by myself, together with the local Indian People, to try to overcome some basic life skill problems within our community.

The problems were as follows:

1. Housing inadequacy, particularly for the extreme winters;
2. Clothing and bedding inadequacy;
3. Lack of sanitation, cleanliness and healthful living;
4. Personal pride and positive feeling inadequacy towards accomplishment, culture and heritage.

I feel these are not isolated problems and that they are not unique to our isolated community. Many communities face the same challenge and any community working together can achieve our objectives.

Our Objectives

1. To develop the skills of Reading.
2. To develop the skills of Writing.
3. To develop the skills of Listening.
4. To develop the skills of Speaking.
5. To develop the skills of Observing.
6. To understand our number system and use it in practical situations.

7. To develop knowledge of the basic principles and skills of measurement and of relationships involving space and shape.
8. To develop knowledge of science as related to everyday life.
9. To develop knowledge and understanding of the roles, responsibilities and rights of the individual in society.
10. To develop knowledge and understanding of our cultural and physical heritage.
11. To develop research and study skills.
12. To develop the skills of Inquiry, Analysis and Problem Solving.
13. To develop skills and knowledge for healthful living (sanitation, cleanliness, clothing and housing).
14. To develop pride in accomplishment and positive feeling towards one's culture and heritage.

In an effort to avoid fragmentation in learning experience, and the segregation of subjects and goals, these objectives were taught not as isolated entities but as integrated and interrelated throughout the entire course.

Methods

All students K through 7 and local families were involved. The projects that were undertaken in pursuit of our objectives were as follows:

1. Log House Construction:

   One of the main reasons the construction of a log house was chosen was to enable students to learn to build a house so that they would discontinue living in tents.

2. Log Fence Building and Gate:

   The early settlers of the Chilcotin built different fence patterns, depending on the availability of raw materials. We built 4 types of fences, each one was built entirely on top of the ground.

   (a) Snake fence
   (b) Russell fence
   (c) Stake and Rider or Buck fence
   (d) Log fence with spaces.

   These four fences are built on our school property lines.

3. Indian bead work.
4. Indian basket work (using spruce roots).

5. Quilt making (using raw wool).
6. Course in basic foods and nutrition.

Results

No formal evaluation methods were used. Success is measured when the pupils, families and community have a more healthful living environment.

Before we started this undertaking, most of the Indian families lived in tents (yes, even at -50° C). It is a pleasure to report that now every family is building their own home. It has also been noted that families are now making quilts, where before they went to bed with a coat thrown over them.

I sincerely believe that these children need to be taught in their own communities, utilizing what is readily at hand, and gradually improving their existing knowledge and skills until a more healthful living environment is achieved. Taking the children away from their families to boarding schools does not help to improve home-base. Continuity with the home is lost and school standards are quickly forgotten.

In remote rural schools, the majority of students, Indian or White, do not go out to a secondary school. I therefore recommend that courses be taught in rural schools that are directly related to the Life Skills, necessary for survival within that local community.

Name and address of teacher:

80—3—5

Mrs. May S. Hambly
227 Bath Road, Apt. #406
Kingston, Ontario
K7M 2X6

Name and address of school:

Lord Strathcona Public School*
251 McMahon Avenue
Kingston, Ontario
K7M 3H4

May S. Hambly (by Edmond Soame, Toronto)

Title:

K.E.L.P. (KINGSTON ELEMENTARY LANGUAGE PROJECT)

The program has changed considerably in its four years of existence; sometimes the evaluative results led to the change, sometimes the different needs of the students caused changes to occur. However, the present approach of devoting twenty-five minutes a day for one semester for Grade six has made the project more meaningful to students and teachers, but also more exciting. Professor Eric Smethurst, Head of Classics, Queen's University, (after seeing the twenty-eight minute V.T.R. program in which were demonstrated the many teaching techniques actually implemented) commented, "It requires enormous energy, boundless enthusiasm and good health on the part of the teacher". The same statement may well be applied to the students.

Objectives

Briefly, the objectives of K.E.L.P. were by a study of simple Latin to improve the student's English, and also by a comparison with the culture of Rome to make the student more fully appreciative of Canadian culture.

*It should be noted that this program originated in Lord Strathcona Public School, but within three years has spread to other schools in Kingston, other areas in Ontario and in other provinces.

Introduction to the K.E.L.P. Community

To institute the K.E.L.P. program, letters were sent to the families of all students in Grade six at Lord Strathcona Public School, detailing the philosophy behind its presentation; identifying its two main components, and explaining its four purposes. This material was drawn directly or indirectly from Frontenac County Board of Education pamphlet entitled Frontier I, a listing of the goals of education for the county. As well, at the request of the staff and in particular of the teacher (the vice-principal) who would be required to give up twenty-five minutes of his teaching timetable, answers were included in the community letter to the question, "How may we expect the students to perform more effectively if this K.E.L.P. project were to be adopted?"

From my Toronto speech I have excerpted the following statements.

Philosophy: (Compare Frontier I)

Our culture and language(s) both have their roots in the civilizations of Greece and Rome. We believe that a study of those roots assists us to gain a better understanding of our own culture and language.

Components

(a) **Linguistic Core**	**Curriculum Area**
vocabulary, derivatives, prefixes, suffixes (English and French)	emphasize vital communication skills — **Language Arts**
(b) **Humanistic Core**	
to demonstrate the contemporary relevance of **our** humanistic cultural roots as a living source of inspiration for the continued growth and development of our society	Social and Environmental Studies

Purposes

1. to improve the student's general communication skills that are so vitally important in today's society, thereby **enhancing** his **social** and **economic** opportunities and his **self-image**;
2. to provide the student with an understanding of the working of language in general with particular application to the structure of **English**;
3. to help the student to recognize the **relevance** of **classical culture** to his own life;

4. to enable the student to speak, read and understand simple Latin".

K.E.L.P. and Frontier I

Frontier I is the **philosophy** for all those involved in Education in Frontenac County. It is a delineation of **philosophy** in terms of **objectives**.

The four purposes of Frontier I are to:

1. provide individuals with the skills necessary for them to take their place in society as concerned, humane and thoughtful people;
2. furnish them with the skills needed to seek further knowledge;
3. maintain and stimulate in individuals an interest in learning throughout life;
4. put them in touch with and lead them to appreciate the cultural and moral achievements of mankind.

Specific Objectives (from Frontier I)

At the end of the pilot project the student will be better able to:

1. listen thoughtfully 2. speak effectively 3. read critically 4. write accurately	Language Arts and derivative study
5. acquire, interpret and evaluate data	use dictionary more often and more skilfully
6. understand Canadian democracy privileges, responsibilities and rights of a Canadian citizen, and to have respect for the due process of law	better through a comparison with Greek and Roman democracies
7. understand the past better, appreciate major social problems and priorities of the present, have a concern for the future.	through Social Studies and the **humanistic** core of the program

8. adjust to change with flexibility and intelligence;
9. be aware of and have respect for the needs and rights of others (enriched and/or expanded through participation in project);

10. see the need to conduct himself/herself responsibly;
11. have a respect for integrity of character (from Latin mythology and negative and positive aspects of famous Roman characters, e.g., Scaevola, Horatius and Cornelia);
12. be sustained by strong moral character (Regulus, Cato, Cicero);
13. have a sense of the inherent dignity and self-worth of each individual.

S.E.S. Component in K.E.L.P.

History Roman republic (government)
Historical legends of Rome/Canada, Britain, France
Social and family life
Military
Engineering
Greek-Roman mythology/religion
Geography
Archeology and Architecture
Education
Games, baths
Holidays

Models, Murals, Sculptures and various artifacts made by the students themselves	Plays and Songs — O Canada God Save the Queen Christmas Carols etc.

Sources of Support

1. Frontenac County Board of Education
2. Eastern Ontario Regional Professional Development Plan (Ministry of Education)
3. Learning Materials Development Plan (Ministry of Education)
4. St. Lawrence College
5. Queen's University
6. Classical Association of Canada
7. Ontario Classical Association
8. Ministry of Education
9. Community

Texts Used

The texts used have varied considerably. The first two chapters of Latin for Canadian Schools: A New Approach by Breslove, Hooper and

Hambly were used to introduce the students to K.E.L.P. Lesson I is entitled Canada **Patria Nostra** and among other elements contains a good exercise on derivatives of **Porto** (I carry). Lesson II, entitled **Roma Aeterna** contains an essay on "Childhood in Ancient Rome". The Cambridge Latin Course, units one to four, was found also very suitable for students in Grade six. However, both these texts are authorized for use in the secondary schools of Ontario, and some teachers of Latin complained that using texts designed for introduction at the Grade ten level was encroaching on their territory. In 1978, the principal of Lord Strathcona, through funds provided by the Frontenac Board of Education, obtained for our use a set of Ecce Romani: Behold the Romans, a Scottish text ideally suited for use in the grades being taught. All these texts contain essays on Roman life, with an occasional reference to Canadian culture, e.g., the essay in Latin for Canadian Schools dealing with Roman Roads (Lesson V) refers to such roads in Britain, and concludes by asking two questions: (1) Why was Confederation not passed in Canada until 1867? and (2) What is the importance of the Trans-Canada highway, opened in 1962? The students were urged to research some topics, were helped to summarize knowledge obtained from reference texts such as Roman Life by Mary Johnson and/or Life in Ancient Rome by Treble and King. From such reference books, by popular vote, three topics were chosen for study. Short essays were also written on other topics, researched often by three students, and written by them on dittoes which were handed out to the class for inclusion in that part of the notebook devoted to Roman culture. (The other half contained lists of derivatives, etc.)

As the conclusion of this essay, students were asked to express three reasons why they would prefer to be educated in Kingston, and also three reasons why education in Rome seemed more appealing.

Techniques Used

Keeping in mind the primary objective of helping the students improve their knowledge and use of English, the most commonly stressed technique was that of studying derivatives. This might be done by simply listing words derived from a Latin word (e.g. porto) or by drawing a "derivative" tree which had for its trunk the principal parts of a verb (or forms of a noun) and hanging from the branches apples(!) with derivatives formed from the basic stem. In 1977-78 four hundred and two derivatives were listed; no count has been kept in the ensuing years.

Among other techniques used in K.E.L.P. was the use of slides, the use by individuals of tapes, the use of audio-tapes, of a tape with background music suitable to the topic being discussed, (e.g., the Wedding March on tape was played as background setting for a study of "Marriage Customs in Rome"), playing games such as Concentration, and acting out scenes, and even other methods (e.g., map and chart studies

relating to mythology) as suggested by the pupils themselves. Artifacts, maps and about fifteen reference books were also acquired from the Faculty of Education. The Classics Department at Queen's made many helpful suggestions to further K.E.L.P., e.g., an entire series of exercises (fill in the blanks with suitable derivatives from words listed above).

Evaluation

The evaluation component of K.E.L.P. will be of particular interest to teachers. Articles had appeared in classical journals giving positive evaluative support, (after a three year or ten year period) of three American projects similar to ours. In 1976, before K.E.L.P. was started, our class ranked so high (the 90th percentile) on the Canadian Basic Skills tests in English that by June 1977 retesting showed a growth of about 2 percentile. (It was interesting to note that two Portuguese students, new immigrants to Canada and with no second language such as English, showed dramatic results in the part of the Canadian Basic Skills tests relating to English. One Portuguese boy advanced from 49th to 84th percentile, while the other boy's growth in this skill was nearly as dramatic.) In September 1978 the Grade 5 was given the Canadian Basic Skills test in all its parts except for mathematics. The same tests were repeated in June 1979 when K.E.L.P. had been presented through November 1 to January 15, only. The results showed that on the average the student advanced two to three academic years in speed and accuracy, vocabulary, and comprehension. The teacher commented: "K.E.L.P. is assuredly one vehicle by which vocabulary can be extended". He also stated that K.E.L.P. had enlarged considerably the student's knowledge of western culture (especially Canadian) in the areas of architectural, moral, mechanical, environmental, and spiritual culture. In September 1978 and January, February and March 1979, the Gates-McGinitie test was also given; the results followed closely the Canadian Basic Skills evaluation.

Nom et adresse de l'enseignante: 80—3—6

Mme Denise Maurice
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Orléans (Ontario)
K1E 2C2

Nom et adresse de l'école:

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1450, rue Duford
Orléans (Ontario)
K1E 1E6

Titre:

BRAVO, JE LIS!

Bravo, je lis! est une série de six cahiers de syllabation. Ces cahiers ont, au départ, été conçus pour des élèves de première année mais leur utilisation a prouvé qu'ils s'appliquent également à des élèves de classes spéciales, à des élèves de classes d'immersion et à des élèves de première, de deuxième et de troisième années qui souffrent de légers retards d'apprentissage.

Le but principal des cahiers "Bravo, je lis!" est de développer et d'appronfondir les connaissances, les attitudes et les aptitudes de base nécessaires à l'apprentissage de la lecture.

Grâce à des activités qui captent l'imagination de l'enfant j'ai utilisé tous les canaux d'apprentissage: la vue, l'ouie, la dextérité motrice et l'expression verbale.

Les exercices sont variés mais préparés afin que l'enfant se sente sécurisé face à son travail.

Pendant cinq ans cette méthode fut utilisée avec des enfants d'intelligence normale mais qui demandaient de l'aide plus individualisée. L'enthousiasme et la confiance que ces enfants démontrent face à cette méthode est surprenante. Je fus plus que satisfaite de l'intérêt et des réussites des enfants.

Bravo, je lis! permet de développer chez l'enfant le savoir-écouter qui le forme à devenir un auditeur attentif par de nombreux exercices de discrimination auditive. Ainsi, il apprend à discerner et à saisir les sons et les mots reliés à la lecture. Cette méthode développe aussi le savoir-parler. Elle amène l'enfant à grouper logiquement et correctement ses idées et à bien les communiquer. Les nombreuses illustrations reliées à la lecture lui permettent de développer son vocabulaire et de converser plus aisément. Cette méthode développe aussi le savoir-lire. Elle fait maîtriser à l'enfant les mécanismes de la lecture afin qu'il puisse traduire un message écrit en un message sonore. Les exercices de ces

cahiers lui apprendront à connaître la forme des lettres et à les associer à des sons. Le savoir-écrire consiste à rendre l'enfant conscient que l'écriture est simplement un autre moyen d'expression. Il apprendra que connaître un mot n'est pas seulement savoir le lire et le comprendre mais c'est aussi savoir l'écrire.

Bravo, je lis! développe sous une même couverture les quatre "savoirs" et en particulier l'ouie ou le "savoir-écouter" qui est d'une importance majeure dans l'apprentissage de la lecture.

L'enseignant qui utilise ces cahiers de syllabation possède un outil qui apportera de bons résultats tout en réduisant les heures de préparation.

Cette méthode a été vérifiée à ma demande par des professeurs de première année, de classes de récupération, de classes spéciales et de classes d'immersion.

À maintes reprises j'ai été félicitée d'avoir rendu la syllabation beaucoup plus intéressante pour l'enfant. J'ai été aussi remerciée d'avoir facilité la préparation du professeur.

Name and address of teacher:

Sydney Davis
Deschambault Lake
Saskatchewan
S0P 0C0

80—4—7

Name and address of school:

Deschambault Lake School
Deschambault Lake
Saskatchewan
S0P 0C0

Hilroy Fellowship presented to Sydney Davis, left, by STF President, Karen Rongve.
(Saskatchewan Bulletin, April 1980)

Title:

MATH: CAFETERIA STYLE

A Project-Oriented Approach to the Teaching of Mathematics

Deschambault Lake Cafe is a student-owned and operated enterprise serving nutritional food to the school population and the adult residents of the community. The project's participants ranged in age from 12 to 14 years, and comprised a Grade 6 class.

The project provided an alternative teaching methodology to the conventional Mathematics program outlined in the school curriculum. The primary aim was to provide the students with a greater balance between the practical and theoretical concepts of Mathematics. Of fundamental importance was the philosophy that a demonstration of the inextricable link between these two components would better help the students appreciate the nature of the subject content.

A cafe-style food service for the adult and student residents of the community was established by the teacher and students in a section of their classroom. Popular food items such as hamburgers, hot dogs and pizzas were prepared and sold during school breaks and after school

hours. A $500 loan from the Northern Lights School Division provided the money needed for purchasing small appliances and uniforms. After a brief period of training, the daily routine of the cafe's operation was soon mastered by the students. The managerial functions were the responsibility of the group-appointed managers.

The aim of the project was achieved by combining the classroom lessons with on-the-job instructions in the topics being covered. Such topics included: graphing; fractions; percentages. Thus a prescribed program of Mathematics instructions was incorporated into the management and operation of the cafe. Periodic written tests were administered to measure students' comprehension and mastery of the Math topics covered. In addition, observations were made of how well the students carried out such practical tasks as returning the correct change to customers and completing deposit slips for the Cafe's bank account.

The project's success lies in a number of areas. First, it provided a reinforcement of much classroom theory. In this sense the project served the function of a working laboratory for the class lessons. The psychological gap in the relationship between the school and community was also bridged. Through the project the school offered a most meaningful contribution toward teaching the students the value of utilizing their knowledge in the service of the community. Thirdly, the viability of the enterprise undoubtedly instilled positive feelings of achievement, self-worth and confidence in the minds of its participants. During the six months of operation a total of $11,400 was received from the sale of goods.

Deschambault Lake Cafe has since then been made into an integral school/community feature.

Name and address of teacher: 80—4—8

Mrs. Helen Laliberté
Box 247
Campbell's Bay, Quebec
J0X 1K0

Name and address of school:

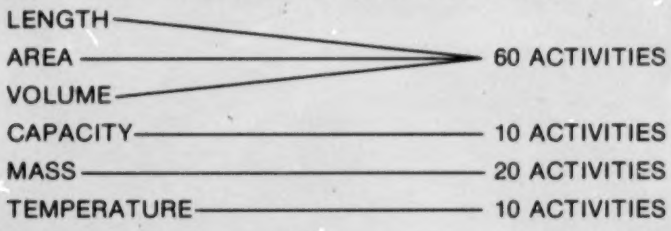
St. John Elementary
Box 280
Campbell's Bay, Quebec
J0X 1K0

Title:

METRIC MATTERS

Introduction

Metric Matters is a booklet containing 100 activities dealing with the metric system. These activities are suitable for children from kindergarten to level 6 and are divided into six different areas.



Objectives

The main objective of "Metric Matters" is to introduce the children to the metric system in an interesting and active manner. However, many lessons in Language Arts, Science, Social Studies and Art flow from the activities and are natural extensions to the workshops.

A suggested level appears with each activity but they can be easily adapted to the particular needs of the students.

Materials

The materials used in the activities are, for the most part, everyday objects found in or around any school or home. Some commercial equipment is necessary, e.g., metre sticks, centimetre cubes, graduated beakers, thermometers, scales, and so on. However, since the children will be making their own measuring devices, the commercial ones need not be numerous.

A collection of objects easily attainable to the students, such as sand, beans, rocks, plastic containers and boxes of various shapes and sizes, and so on, would encourage students to work on their own time.

Time

The amount of time spent on the activities can be as short or as long as the teacher wishes. Also, the number of students participating is flexible.

Locale

Any site, indoors or out, is suitable. Many of my "Metric Days" have been held at cottages where paths through woods, sticks, stones, rocks, the air, trees and lake water provided most of the material needed. These days were particularly enjoyable to the children who never realized that they were "working", and they had the additional advantage of socializing at the same time.

Metric Days also give children a break from pencils and scribblers allowing a slower pupil the opportunity to work side by side with companions and to experience the feeling of belonging to the group and the joy of success.

An added advantage of outdoor activities is that parents are willing to spend the day as helpers, therefore providing transportation and supervision. They are directly involved with the education of their children, while at the same time learn something of the metric system themselves.

Name and address of teacher: 80—4—9

Mr. Kenneth W. Pugh
134-20th Street
Brandon, Manitoba
R7B 1L4

Name and address of school:

George Fitton School
1129-3rd Street
Brandon, Manitoba
R7A 3E7

Title:

THE USE OF LIVE ANIMALS IN THE CLASSROOM

Objective

The objective of this program was to develop a carefully planned study relative to the keeping of live animals in an elementary school setting. Our study concentrated on developing guidelines for student activities stressing the humane use of common lab animals, and more efficient system of lab animal management (diets, housing, medicines).

Background of the Program

Children have a natural interest in studying and caring for small animals. To make use of this interest to motivate my science students I introduced in 1971 a few mice and goldfish to my classroom. Our immediate problems concerned the health and welfare of these small creatures. These problems were eventually solved, and I introduced more animals to our menagerie. Since that time we have studied over forty different species of animals ranging from "Horton" the boa constrictor, to iguanas, tiger lizards, caimans, rattlesnakes, to porcupines, squirrels and muskrat.

Description of the Living Biology Program (Grades 4 to 6)

1. In correlation with the Science nature study program each animal was thoroughly researched as to its distribution, habitat, characteristics, diet, etc., in the wild. This information was later used to recreate the most natural conditions for each animal in the lab.
2. In correlation with the Science program the relationship of the lab animals to one another was studied. Topics included evolution, the animal kingdom, food chains and ecology.
3. Students were encouraged to care for and feed the animals in the lab. Approximately two-thirds of the student body (140

students) were involved with feeding and maintaining the animals' surroundings, while the others became involved through visits and classroom use. Topics such as bacteria growth, balanced diets, food and vitamin supplements, and medicines were covered.

4. Experimentation and research were encouraged using the animal lab as a resource. No experiments detrimental to the health and well-being of the animals were permitted (nutrient deprivation, etc.). All projects were conducted under the guidelines of the Canada Council of Animal Care. Analyses of natural behaviour were encouraged.
5. In correlation with the Health program the topics of bacteria and disease were studied. Proper handling of the animals, as well as sanitary lab conditions, were emphasized.

Summary

To date, two pamphlets have been compiled, discussing laboratory maintenance experiments, i.e., proper housing, better nutrition and humane research projects for Grades 4 to 12.

We have found that our children working with small animals has greatly reduced their fears of these creatures, and substantially developed more positive attitudes of respect for all life forms. This was evident in September, 1978, when "Horton", the boa constrictor temporarily escaped (went on an unauthorized vacation). Amid panic in the non-school community the children and their parents involved in the program were concerned mainly for the safety and welfare of their friend.

Name and address of teacher: 80—4—10

Mr. Michael Stewart
Box 137, Bridgetown
Annapolis County
Nova Scotia
B0S 1C0

Name and address of school:

Bridgetown Regional
High School
Bridgetown
Annapolis County
Nova Scotia
B0S 1C0

Hilroy presentation to Michael Stewart, right, for his project "Mr. Zog". At left, NSTU President, Gregory O'Keefe. Centre, Jack Walker, Supervisor-Principal, Bridgetown Regional High School.
(NSTU TEACHER, May 1980)

Title:

MR. ZOG — AN INDIVIDUALIZED MATH PROGRAM

High school students meet the challenges of mathematics with widely varying degrees of success. I have, therefore, over the years been concerned with achieving maximum results from students ranging the spectrum of ability. From this concern was generated an experiment, designed in the hope of stimulating interest in mathematics by providing challenges to all students at all levels—from the student who is intellectually gifted to the student who is having difficulties with the subject.

"Mr. Zog", the name given to my project, is a system devised to let each student work at his own level and speed. No longer is there pressure to write tests or to maintain a pace set by the "middle student". Now the student can take the time to explore mathematical concepts and to learn by experimentation the many applications of modern mathematical principles.

Methods

The basic structure of Mr. Zog was determined by the curriculum requirements for Grade levels seven through ten. Each Grade level was

subdivided into five units. Although the course was designed to start with the average twelve year old in Grade seven, I was able to begin, with the cooperation of the elementary level teachers, with the ten and eleven year olds in Grade six at the Bridgetown Elementary School. There the students would work on the material in Zog 1. When they had completed all the necessary work, they would make the trip up to the high school and write their tests in my classroom. A pleasing ancillary benefit of this procedure was the familiarization of the elementary students with the workings of our high school. The transition from elementary to junior high is often difficult. The partial contact Mr. Zog created between the two schools alleviated the initial uneasiness of new junior high schoolers.

As I stated before, Mr. Zog is divided into four years (seven through ten) and each five Zogs constitute one year. Students pace themselves and are not confined within the boundaries of "the Grade seven work" or "the Grade eight work", etc. Each Zog consists of questions, projects, geometrical constructions, area measurements (e.g., lawns, hall), and assorted games. When the student has completed the assigned work and feels he is adequately prepared for testing on the unit, he then sees me. He passes in his Zog scribbler, along with his projects, and goes to a cubicle to write the test. I have prepared four different tests for each of the twenty Zogs, so at no time does the student know what test he will be writing. If he achieves a mark of 75% on the test, he goes on to Zog 2. If he is under 75%, he studies and practises more and then writes another test. This procedure continues until the required mark has been obtained. After each test, I go over the errors and the methods of correction with each student. This allows the student to ask questions he might not ask under a normal "entire class" situation. It also allows me the opportunity to analyze strengths and weaknesses of individual students in a low-stress situation.

If a student happened to complete seven and one-half Zogs in year one, he would pick up where he left off when he returned in the Fall. He would not be forced to return to the beginning of the Grade eight. I find this entices students to work on. In fact, many students even take their books home to work on Mr. Zog during the summer. When the student has completed and passed Zog 20, he is ready for Grade eleven. At present, Mr. Zog does not extend beyond Grade ten due to a change of teachers. However, arrangements have been made for the students who complete Zog 20 to immediately enter a typing or an accounting course, both of which run on the now familiar methods of working at your own pace. In this way, the student maintains a full timetable and is not left "high and dry" when Mr. Zog is completed.

Results

Mr. Zog was actually initiated in 1978-79 in Grades six, seven and eight in the Bridgetown Elementary and Secondary schools. This year,

after an extremely successful first year, the same grades are using the program, and it has been extended to Grade nine. Upon entering my classroom, you would probably never see all the students in their seats. Some would be in a corner constructing one of the fifteen required geometrical shapes to be made from blue prints. Some would be scurrying outside or to a spot in the school to measure and find areas of lawns, rooms, hall, etc. Some would be doing questions, either by themselves or in groups. Still others might be making use of the fractional rummy cards, mathematical dice, or dealing out cards to compile results for probability experiments. While this is going on, music is being played with records brought in by the students themselves. The intent is to make the classroom an extension of their home environment, a place where they can be comfortable while doing math.

The monetary cost of the project has been minimal, as most of the materials and ideas had been accumulated from eight years of teaching math. The project's extensive groundwork has been carried out over the last three summers. Any materials needed (e.g., paper, bristol board, etc.) I have received from my school. The Zog kits (four in number) were typed up by my senior high students as a typing project. The wooden containers which hold the kits were built by the B.R.H.S. Industrial Arts Department.

Mr. Zog works because the people involved with it want it to work. From Grade six to Grade ten, the improvement has been remarkable. No longer are the students afraid to write tests or to go to the new high school from the elementary. They are working at their own rates. They do math, with reason, when they want to. Mr. Zog makes math fun.

Nom et adresse de l'enseignant: 80—5—11

M. Paul Doucet
R.R. n° 5 Calhoun
Moncton (N.-B.)

Nom et adresse de l'école:

Polyvalente Mathieu-Martin
511, rue Champlain
Dieppe (N.-B.)

Titre:

VIE DE NOS ANCÊTRES EN ACADIE

Les objectifs poursuivis par l'élève

1. S'INITIER aux thèmes suivants de la Vie de nos Ancêtres en Acadie:

   *Les coutumes, les croyances et la religion populaire
   *Le vêtement
   L'habitat et le mobilier
   L'alimentation
   L'hygiène et la santé
   La pêche
   L'agriculture
   La forêt et ses occupations
   L'éducation
   Les loisirs

   *thèmes publiés en 1979

   Note: chacun des thèmes ci-dessus correspond à une publication différente. Il ne s'agit donc pas d'une publication mais d'une série de publications dont le titre de la série est: *Vie de nos Ancêtres en Acadie.*

2. RECONSTITUER la **Vie** de nos ancêtres acadiens à l'aide de documents écrits et figurés, de cartes, d'enquêtes auprès des parents et des grands-parents et à l'aide de simulations et/ou d'expérimentations d'activités ou de coutumes pratiquées par nos ancêtres.

La clientèle scolaire

Ce projet s'adresse à tous les étudiants francophones de la 7e année du Nouveau-Brunswick dont l'âge varie entre 12 et 13 ans. Les deux premières unités publiées aux Éditions d'Acadie dans la série **Vie de nos Ancêtres en Acadie** sortirent de presse au mois de mars 1979. Elles furent élogieusement accueillies par le Ministère de l'Éducation du

Nouveau-Brunswick et furent immédiatement inscrites à la liste des manuels scolaires du Nouveau-Brunswick.

Étant donné que le contenu n'est pas limité au Nouveau-Brunswick et que les sources écrites et figurées proviennent aussi de l'Ile du Prince-Édouard et de la Nouvelle-Écosse l'utilisation de ces unités s'étendra certainement à ces deux provinces. Il n'est pas invraisemblable, non plus, de penser que ces unités pourraient intéresser des écoles de la francophonie canadienne. Toutefois, jusqu'à ce jour, aucune demande importante ne nous est parvenue de l'extérieur des Maritimes. Un fait intéressant mérite d'être signalé: une compagnie d'édition de Toronto songe à traduire ces unités pour les écoles anglaises mais n'a cependant pas entamé de négociation concrète à ce sujet.

Le devis pédagogique

L'élément central autour duquel gravite toute l'activité de l'élève c'est le **processus inductif**. L'élève doit lui-même découvrir. Mais que veut dire INITIER l'élève à la **Vie** de nos ancêtres acadiens?

Au plan cognitif l'élève prend contact avec la civilisation traditionnelle acadienne par le truchement de documents historiques écrits ou figurés. Il **identifie** des faits précis de cette civilisation, les **analyse**, les **classifie**, les **associe**, les **compare** et les **explique**. Ces opérations s'effectuent à l'aide de techniques modernes empruntées aux Sciences humaines tels les tableaux, les cartes, les analyses de textes, les analyses de photos, le dessin de reconstitution, etc. Des questions de récapitulation semées stratégiquement dans l'unité incitent l'élève à faire la synthèse régulièrement.

Le domaine psychomoteur, trop souvent négligé en milieu scolaire, se voit octroyer un statut de choix dans nos unités. Nous suggérons, par exemple, que l'élève reconstitue des objets anciens, essaie des recettes, goûte à des mets traditionnels, fasse revivre des coutumes, fête selon d'anciennes coutumes, tisse, etc. Toutes ces expériences et bien d'autres encore amènent l'élève à prendre concrètement goût à ce qu'il étudie.

Le domaine affectif nous le définissons comme celui qui implique les sentiments et les valeurs de l'élève face aux concepts qu'il étudie. Les unités produites ou celles en voie de préparation sollicitent l'avis de l'élève voire son évaluation concernant les concepts à l'étude. Nous allons plus loin encore en incitant l'élève à enquêter auprès des parents et des grands-parents à savoir comment se manifestait autrefois la Vie acadienne dans sa famille grâce aux souvenirs de ses propres ancêtres encore vivant. Ce dialogue élève-parents et école-famille animera l'enseignement tout en constituant une ressource très féconde tant pour l'enseignant que pour l'élève qui y trouvera un champ propice à l'épanouissement de ses propres valeurs.

Chaque enseignant reçoit, outre la publication, un guide pédagogique du ministère de l'Éducation. Ce guide élaboré par la même équipe renferme les éléments suivants:

(a) des suggestions pratiques pour l'animation
(b) les objectifs généraux et spécifiques
(c) les concepts
(d) les généralisations
(e) une synthèse historique offrant des informations supplémentaires à l'intention de l'enseignant.

La préparation: une corvée imposante

Diriger la recherche et l'élaboration didactique d'une série de dix publications n'est pas une tâche facile. Au niveau de la cueillette du contenu nous avons retenu les services de chercheurs qui, oeuvrant à partir de contrats de recherche soigneusement définis, ont scruté les dépôts d'archives de notre patrimoine acadien afin d'y reconstituer pièce par pièce les concepts fondamentaux de chacun des thèmes de la série.

Dans un deuxième temps nous avons fait appel à des enseignants pour esquisser une première tentative d'élaboration didactique.

La troisième étape donna naissance aux unités, c'est-à-dire, aux diverses publications de la série Vie de nos Ancêtres en Acadie. Cette phase se continue présentement. Il importe de souligner la collaboration laborieuse et innovatrice d'Anne-Zweilin. C'est à ce moment que s'élabore la publication quant à sa structure didactique définitive et quant à la préparation immédiate à l'édition.

Le produit terminé nous offre une publication attrayante de format 21 cm par 28 cm. C'est à l'aide de textes historiques et de photos imprimés en deux colonnes de 9 cm chacune que nous reconstituons ce passionnant passé de nos ancêtres acadiens. À côté des textes, dans une colonne légèrement tramée, figurent les activités d'apprentissage. Un lexique, apparaissant à la fin du livre, nous permet de goûter et d'apprécier la civilisation et le langage pittoresque de nos ancêtres.

Une innovation utile aux jeunes Acadiens

Les unités de la série **Vie de nos Ancêtres en Acadie** sont une première pour l'Acadie. Ce que nous produisons répondra à la demande des enseignants de 7e année en Sciences humaines dans une proportion de 60% de leur programme de l'année. Auparavant il n'existait aucun outil **scolaire** de ce genre en Acadie traitant de la vie de nos ancêtres. M. Jean-Claude Dupont, professeur de folklore à l'Université Laval à qui nous avons remis une copie des unités, nous confiait récemment qu'il n'existe rien de semblable ou d'equivalent en milieu scolaire au Québec. On peut ainsi en conclure qu'il s'agit d'une

première du genre pour la francophonie canadienne. Ajoutons que, grâce au lexique contenu dans ces unités, elles pourront aussi servir à l'apprentissage du vocabulaire en français.

Nous croyons que nous innovons quant au **degré** et à **l'intensité** de la participation de l'élève à la reconstitution historique de la **Vie** de nos ancêtres grâce à l'expérimentation impliquée ainsi qu'à l'ingéniosité des activités d'apprentissage suggérées.

L'évaluation des unités

Compte tenu du grand nombre d'unités ainsi que du grand nombre d'élèves impliqués nous avons cru bon à cause de nos faibles moyens financiers de nous limiter à l'évaluation de la première unité afin de prévoir les éléments essentiels à corriger pour les autres unités. Faite par l'entremise du ministère de l'Éducation du Nouveau-Brunswick auquel nous sommes fortement redevables, cette évaluation n'apporta aucun changement majeur au devis pédagogique. Cependant, nous avons cru percevoir un besoin de perfectionnement des maîtres en ce domaine et un besoin d'informations supplémentaires à l'intention de l'enseignant.

La diffusion

La diffusion est assumée par les Éditions d'Acadie. On peut ainsi se procurer les unités de la série **Vie de nos Ancêtres en Acadie** en écrivant à l'adresse suivante:

Les Éditions d'Acadie
120, rue Victoria
C.P. 885
Moncton (Nouveau-Brunswick)

Les deux prochaines unités à paraître sont les suivantes:

L'alimentation
L'habitat et le mobilier

Leur date de parution est au printemps 1980.

Name and address of teacher: 80—5—12

Bruce A. Haig
1115-8th Avenue South
Lethbridge, Alberta

Name and address of school:

Hamilton Junior High School
429-15th Street South
Lethbridge, Alberta
T1J 2Z4

Presentation of Hilroy Award to Bruce Haig, right, by ATA President, Mac Kryzanowski.
(ATA News, June 1980)

Title:

HAMILTON TREK — A LIVING HISTORY APPROACH

Objectives

A primary objective of this program is to get students interested in exploring the history that surrounds them. An effort has been made to develop a classroom without walls, to help break down the generation gap and to get students interested in preserving their heritage.

Hopefully the students will continue to use both cameras and recording equipment as learning tools. The fact that these students are part of an ongoing program that involves not just history but many other disciplines as well should foster in them a positive attitude towards lifelong education.

Methods

Each Spring and Fall two vans are rented and students are taken out to explore and film, in both super 8 and 35 mm slides, areas related to the history of Western Canada. The film and tape recordings collected are taken back to the classroom to be edited into various stories. Old photographs and journals are located and reproduced where possible to help tie in what remains from the past with what exists today.

Students build sound tracks, provide sketches which are photographed and develop the film themselves. Since this program has been

going for over ten years there are many films about explorers and events in Canada's past that are in various stages of development. Each year students visit different places and add to the work of those students who come before them.

Results

Formal evaluation is kept to a minimum. The various jobs necessary to put these stories together are given point values and those students who have accumulated the most points by the next "trek" are the ones who have the first opportunity to go.

Although the program started the day I became brave enough to bring my own 35 mm single lens reflex into the classroom and let the students use it, the project has developed to where we now have over twenty thousand dollars worth of very sophisticated equipment. The fact that this equipment has never been abused is evidence that students appreciate the opportunities provided by such a program.

Every effort is made to involve the older generation. Material collected is shared with them through articles and historic quizzes that have been developed for newspapers, radio and television. At the present time we are asking a question about the past each day on an open line radio station. The reminiscences are recorded on tape and will eventually be compiled into a book which we will sell to raise money for another expedition. Trek as the project is now called is completely self-supporting.

I think it is safe to say that the Trek program has earned the respect of students and the community at large.

Over the years the following accolades have been received:

1974 — An Alberta RCMP Century Celebrations grant for $21,593.00 to set up a multi-projector slide presentation based on our retracing of the original NWMP Trek West

1975 — Historical Society of Alberta Award for outstanding contributions to Alberta history

1978 — Alberta Achievement Award

1979 — Heritage Canada Award.

Name and address of teacher: 80—5—13

Mr. John Hamilton
502 Baker Street
London, Ontario
N6C 1Y2

Name and address of school:

Oakridge Secondary School
1040 Oxford Street West
London, Ontario
N6H 1V4

Title:

STUDY-SERVICE: A SINGLE CREDIT COURSE IN COMMUNITY DEVELOPMENT

Study-Service is an experimental course currently being offered to senior students at Oakridge Secondary School in London. In the course, studying and serving are combined in an integrated process which presents students with unique opportunities to help solve real community problems. By responding to the social realities of their own community, students are challenged with both the problems, and what is more important, the solutions to genuine human needs. In addition, students come to appreciate that classroom exercises and knowledge have direct application to the daily functioning of their community and to their own lives as well.

Study-Service, along with all courses at Oakridge Secondary School, is geared to a five month semester and seventy minute classes. The first month of Study-Service is an orientation period when personnel from local social service agencies visit the class and explain their function in the community. The subsequent four months afford students bi-weekly opportunities, in two different agencies, to demonstrate and develop their human relations skills. In teams or as individuals, the Oakridge students have to travel to and work approximately three hours a week with people in the community who are in some way dependent on the rest of society, the old, the very young, the physically handicapped or the mentally retarded. Over this past year, projects were also initiated with the Vietnamese refugees and with English language classes for new Canadians. Over twenty different agencies or organizations have cooperated in taking on Oakridge students as volunteers. Mixed with these practicums are the classroom periods which focus on human relations training. Topics dealt with include leadership training, decision-making, problem solving, group dynamics and how to effect social change. The class periods are also geared to special class projects such as the mobility training program for the mentally retarded, dances for senior citizens and horseback riding

outings with the physically handicapped. With a major course objective being to satisfy community needs, there has to be time allocated to accommodate special circumstances that arise unexpectedly. A prime example arose last year when we were able to respond immediately to the settlement needs of the Vietnamese refugees in London.

Study-Service uses a pass-fail approach to grading. To earn a passing grade, students are expected to complete specified written exercises on a regular basis, as well as to spend thirty class periods serving the community in designated agencies. Failure to fulfill these basic requirements is sufficient grounds for failing the course.

Because of the variety of placements and volunteer roles, the differing types of demands placed on the students by the agencies, and the impossibility of using fixed criteria to assess students, the logical conclusion has been to implement a pass-fail system. Yet every effort has been made to maintain the high academic standards of the History and Social Science Department. To this end students are obliged to submit bi-weekly written accounts of their service work. The accounts are corrected, commented on and returned promptly to provide constant feedback to the students on their community experiences. The same evaluation procedures are used with occasional Social Science lab reports which deal with the course's major human relations themes. Two additional assignments are given. One is a special project requiring a minimum of six hours' work above and beyond the volunteer role parameters. This project is given to the community agency after being previewed first by the teacher. The final student submission takes the form of a personal dossier. This exercise is designed to synthesize students' feelings about themselves, their accomplishments and their hopes for the future. The development of writing skills and opportunity for personal reflection are two basic objectives of the course.

Though the grading system is unique in the school, acceptance of the scheme by both students and administration has reinforced the importance of the course **not** using competitive grading to motivate students. Serving and competing are by nature contradictory philosophies. Constructive criticism is offered. But the design of the evaluation instruments has been geared to provide students with positive, supportive and encouraging feedback rather than numerical marks.

In a course which emphasizes experiential learning techniques and which strives to foster personal growth and maturity, it is sometimes difficult to gauge success or failure. Yet to both students and teacher, the knowledge that the challenges are real, that the context of the volunteer work is real and that the people are real, goes a long way towards legitimizing its value. By helping to improve their own community, students are daily demonstrating to themselves and to others their own growing role in the community. Problems and disappointments are inevitable. Yet by the course's end, most students have gone at

least a little way towards realizing Francis of Assissi's maxim of developing the patience to accept the things they cannot change, the courage to change the things they can and the wisdom to know the difference.

Name and address of teacher:

80—5—14

Ms. Georgina A. Hedges
8 Maple Avenue
Grand Falls, Newfoundland
A2A 1T8

Name and address of school:

Grand Falls Academy
Elementary Division
78A Lincoln Road
Grand Falls, Newfoundland
A2A 2J9

Georgina A. Hedges
(NTA Bulletin, April 1980)

Title:

OUR TOWN—A COMMUNITY ANALYSIS/PROJECT APPROACH IN GRADE IV SOCIAL STUDIES

Purpose or Objective of the Project

The objective of the program was to provide students with an intensive study of their home community so they could better appreciate the social and civic environment to which they must relate. The method employed was experiential with projects and related activities being the basis for program organization.

Rationale

The impetus for developing this program came from the text for Grade IV Social Studies, Around Our World. Although this textbook was seen to have several commendable features, it appeared that many students at the nine year age level have difficulty grasping the basic concepts of community development when presented on a global scale. Several students had not matured to the point where they could visualize clearly where, for example, a community on a river delta in India really was.

By using a "home base" approach, students at this age could relate realistically and tangibly to many of the concepts of social studies that might otherwise be rather nebulous to them.

With Grand Falls as a focal point, an endeavour was made to guide the studies and inquiries of pupils and thereby encourage them to

become not only more knowledgeable of their own community, but hopefully foster in them the proper attitudes and basic understandings that would be useful in subsequent years in making them responsible and functioning members of society.

Methodology

Individual and group projects, along with activity sessions were developed around fundamental elements of social studies — agriculture, clothing, transportation, occupations, resources, shelter, recreation, protection, community problems and situations. All phases of the program encouraged an integrated approach in that students were involved with and developed skills, not only in the traditional language arts elements of writing, speaking, reading, and listening, but also in the fine arts such as drama, art and music.

Practically all special or innovative materials required were developed by students in the applications throughout the program. In some instances materials such as maps, photographs, old recordings, local literature, et cetera were procured from families, local residents, the Abitibi-Price Company, and the Town itself. There was also extensive use made of the local newspaper, The Grand Falls Advertiser.

It proved useful to furnish students with an outline of the elements described above in order to give them an idea of what to look for and concentrate on as they worked through the various projects and activities. All of these elements were incorporated into the many and varied activities that the children engaged in during the year. The program concentrated specifically on the town of Grand Falls and the surrounding area. This community has a pulp and paper industrial base and is continually developing as a service town for central Newfoundland. It is situated on the banks of the Exploits River and has a population of approximately ten thousand. Provided below is a descriptive summary of but a **few** of the projects.

As an introductory exercise, engage students in an open discussion about places of special interest around town. As a followup to this, arrange bulletin board displays, incorporating personal photographs and cut-outs from the local paper, draw simple maps of the students' neighbourhoods—introducing map symbols at the same time, and produce skits in which two or more children, representing two different towns compare and contrast their communities.

Conduct a quiz program to find out how much the class already knows about the town. Some typical questions are:

What is the population of our town?
From where does our town get its drinking water?
Why and how was the town first settled?

It is this type of activity that allows the teacher to cover all facets of the community study program as outlined previously such as indus-

tries, health services, protection, occupations, et cetera. Using the results of the quiz program as a diagnosis of how much students already know about the community, the teacher can develop research projects as supplementary exercises.

The construction of a time chart giving, in chronological order, the names of important events in the history of the community can be not only educational but entertaining as well. Such events would include the building of the first school, the opening of the school which the boys and girls are attending, the coming to town of various industries etc. The dateline can be made more graphic by using a real clothesline extending across one end of the room, on which at intervals of ten or twelve years, the dateline is indicated by a card. At appropriate places on the line can be attached pictures and illustrations of important events in the form of a mobile.

The building of a model cardboard town proved to be perhaps the most enjoyable as well as enlightening project for most children. A particular section or street in town (e.g., business and/or industrial district) is chosen and the notable buildings are constructed out of cardboard boxes and then painted. Every size and shape of box imaginable is used to try to capture the different "architecture" of the buildings. This project worked well when it was constructed down one side of the classroom and across the back or up the other side.

This way roads can be constructed along with street signs, hydrants et cetera to make the scene more realistic. A paragraph or two relating the significance of each building to the town was written on index cards and attached to the roof of each cardboard fixture.

One of the major projects for extended study was the undertaking of "field trips" to communities in the immediate vicinity (25-30 mile radius) of Grand Falls. Each of these towns is related in one way or another to the daily operations of Grand Falls. Students found it very interesting to examine the interdependencies and commonalities of these communities.

Results

Students were subjected to an ongoing evaluation throughout the year on the basis of their diligence in applying themselves to the task at hand, their cooperation in working in a "social atmosphere" with their peers, and their understanding of what the concept community really means to them. Analysis of student work for the most part was very subjective; each student was judged on the basis of his/her individual abilities and potential and the degree to which he/she tried to reach this potential through various assignments.

This enterprise proved what students can accomplish when they take a genuine interest in something that is relevant and immediate to them.

Name and address of teacher: 80—6—15

Mrs. Virginia Abdalla
330 Melbourne
Town of Mount Royal, Quebec

Name and address of school:

Riverdale High School
5060 Sources Boulevard
Pierrefonds, Quebec
H8Y 3E4

Title:

COMMUNITY LEARNING MODEL FOR POTENTIAL NON-GRADUATING STUDENTS

Parents and teachers were concerned about the problems facing a sizeable number of students who were unable to complete the matriculation program. These teens were those who were under or non-achievers due to learning handicaps, behavioural or family problems but had average or above average intelligence.

Special teaching methods had been developed to a high level to meet the academic and some social needs of these students yet, despite everyone's efforts and concern, there seemed to be a gap between school and the working world for which they seemed so clearly headed. TRY (Training and Resources for Youth) was developed to bridge that gap.

The program aims to provide experiences which:

(a) correlate studies with the world of work

(b) facilitate the development of social skills and good attitudes

(c) help stem the feeling of uselessness and defeat in allowing students to observe the many different kinds of jobs available and then realistically explore their own interests and skills in relation to these jobs.

1. **Model Discussion**

   A team composed of parents, staff and administration met during the 1976-77 school year to discuss and develop the TRY concept.

2. **Breakfast Meeting**

   Parent coordinators contacted, via letters, local firms employing more than 50 employees. The letter briefly outlined the reasons

for the program and invited the management to a breakfast meeting in August 1978 at the school. At this meeting, the parent coordinator, a businessman and I spoke about the contribution the business community could make towards helping to motivate and rehabilitate these adolescents.

3. **On Site Visits**

The two coordinators began visiting, in the Fall of 1978, those firms who had shown interest in participating. A written description of the company's operation based on the interview and tour was prepared and a file set up on each company.

4. **Teacher Referrals**

A letter was circulated to all staff members explaining the intent and nature of the program and asking for nominees. These candidates are screened for suitability by the Special Education Department Head.

5 **Parents' Meeting**

Parents were invited by letter and followup telephone call to meet with the administration and personnel involved to learn about the program and offer their support.

6. **Discovery Tours**

Appointments are made and specifics developed by the volunteer parent coordinator. Students are selected for each tour by the Special Education Department Head. Details of the tour are given to the Guidance Department. A list of the students selected along with details of the tour is posted on the main staff bulletin board. Notice is also placed in the teachers' daily bulletin one week prior to and the day of the TRY tour.

7. **Pre-Briefing**

Students are called together by the Guidance Counsellor for a tour preview. Emphasis is placed on observing the workers rather than the product. Students are encouraged to behave and dress as if they were serious applicants for employment in that company.

8. **TRY Journal**

Each student is given a copy. This six page journal is to be completed after the tour. In it, the students are directed to look at certain job facets and to realistically assess themselves in terms of their aptitude and interest for a particular job.

9. **Post-Briefing**

The tour is reviewed by the Guidance Counsellor. Students are encouraged to discuss the positive and negative aspects of employment in this company. Feedback is used to improve the tour and plan others.

10. **Expressions of Appreciation**

(a) A student from the group is selected to write, with the assistance of an adult tour member, a thank you note to the company.

(b) The TRY parent coordinator contacts, by telephone or letter, the management to relay some of the student reactions and express appreciation.

(c) On the third tour, the principal presents a framed Certificate of Merit to the company contact. A picture of the presentation is taken and later forwarded to the contact.

11. **Student Profile Update**

A file is kept on each youngster in the program. Journals completed, guidance briefing reports, Special Education teacher comments and student wishes are noted. This enables referrals to be made to the career advisor for work study and apprenticeship placement in subsequent school years.

12. **Annual Review**

In June, on a Professional Day, the entire project is reviewed. Problem areas are exposed, possible solutions developed and new directions proposed.

13. **Present Situation**

Since the inception of the program, 469 students have been involved in some 51 tours and 27 work study placements. Students have felt the program has been helpful in clarifying their academic and vocational goals and teaching them the social strategies needed for successful employment. Regular class teachers have not objected to the students missing classes, regarding the TRY project as a vital and ongoing part of the curriculum. Parent reports have been positive. TRY has enabled them to have a better understanding of the academic profile that has been recommended for their youngsters. Some parents have provided transportation for the students and assisted on the tours. Business support has remained constant and positive far beyond our expectations. One firm has set up mock job interview situations for the students. Yet another established a con-

tact with a related firm which extended the learning opportunity for our students.

We strongly believe that this program has met its objectives. It has helped to motivate the students academically and assisted them on the path to becoming responsible, self-supporting citizens with a strong sense of personal worth.

Name and address of teacher: 80—7—16

Mr. John Richard Barling
Site 10, Comp. 11, R.R.#5
Vernon, British Columbia
V1T 6L8

Name and address of school:

Armstrong Junior Secondary School
Box 8
Armstrong, British Columbia
V0E 1B0

Title:

SOLAR ENERGY: INTRODUCTORY THEORY AND PROJECT CONSTRUCTION

Introduction

The solar program was designed to fulfill a real need for teaching materials related to the rapidly expanding field of solar energy. The solar materials developed provide possibilities for both basic study and enrichment in a largely unexplored area of science education.

Methods and Procedures

Solar energy fundamentals, solar hot water and swimming pool heating, and solar house design were studied by classes at the Grade 8 and 9 levels. Presentations were enhanced by the use of numerous slides, overhead transparencies and demonstration projects to further illustrate the principles being taught.

The work in Grade 8 was covered in conjunction with the study of "Light". The Grade 9 work was considered during the study of "Heat and Energy".

In addition to the theoretical work introduced a number of original solar projects were built by particularly interested students. Initial construction was started during class time and completed after school hours. The following projects were completed: hot dog cookers, super hot dog cooker, solar oven, chicken cooker, parabolic concentrating cooker, water preheating panel, demonstration hot water heater, model barrel bread-box heater, solar swimming pool heater, low cost air heater, solar cold frame, model solar greenhouse, food dryer, experimental concentrating water heater, fresnel lens concentrator, giant experimental reflector, glass solar still, and solar wood igniter.

The swimming pool heater, a more complex and sophisticated project, was built by a group of students possessing high ability in science.

Materials and Equipment Required

All the individual projects developed throughout the overall solar project work used, as far as possible, recycled materials to reduce expenses and to emphasize a general philosophy of conservation.

For example, all small mirrors used in constructing the concentrating furnaces and cookers were obtained from cooperative glass shops (as scrap material). All the reflective aluminum consisted of used printing plates that sell for about 25¢ each.

A commercially developed book, "John Barling's Solar Fun Book: 18 Projects for the Weekend Builder", Andover, Massachusetts, Brick House Publishing Company, 1979, is available either directly from the publishers, or from most bookstores. This book outlines in detail the materials required, construction techniques and the operation of each project.

Evaluation

(a) **Formative**

Throughout the project criterion-reference testing was employed together with students' subjective impressions of the overall value of the learning experience.

(b) **Summative**

At the end of the project, the Director, the District Superintendent, and Director of Supervision met and gave a formal evaluation of the project.

General Comments

Undoubtedly the "Energy Crisis" poses some of the most serious challenges to modern man. Students must appreciate the implications of these problems and have the ability to help creatively solve them.

The work completed helps in a small way to provide current, pertinent information that can be readily utilized by any teacher wishing to teach solar-oriented material.

Despite the exponential growth of scientific knowledge, science teaching always lags behind that rapid growth. Instruction in the area of solar energy is important, relevant, and of immediate interest to students.

Name and address of teacher: 80—7—17

William E. Cook
898 Cedarbrae Avenue
Milton, Ontario
L9T 3X1

Name and address of school:

The G.W. Finlayson Field Centre
The Peel Board of Education
c/o General Delivery
Alton, P.O.
Alton, Ontario
L0N 1A0

Title:

A FIELD PROGRAM BASED ON THE FORMER LIFE STYLE OF THE MISSISSAUGA NATIVES OF THE OJIBWAY NATION

Project Background

The Peel Field Centres have been designed to accommodate four visiting classes per day which may come from any level K—13. Approximately 24,000 Peel students partake in one of our several inter-disciplinary outdoor education activities each year. All programs offered by the Field Centres are related to the classroom program, and each class may participate in two activities on their Field Centre visitation day.

After receiving overwhelming support and direction from H.W. McPherson, Vice-Principal in charge of the Field Centres, and the Field Centre's teaching staff, I commenced the development of my Native Studies Program in the Autumn of 1976. It was the staff's decision to eventually make this optional program available to classes from the Grades 5-6, and 7 levels and to also make it available during our "warmer-type" outdoor program seasons. After two years of planning, and researching, I was able to implement my program in the Spring of 1978.

Purposes of the Project

Although this activity has several purposes, the two major goals for this program are:

(a) By studying the Mississaugas in their period of transition from "nomads to village dwellers" due to their contact with the "whiteman" it is hoped that my program will guide Peel students to a better understanding and knowledge of the position of Native peoples in Ontario today.

(b) To provide opportunities in the program for student creativity, resourcefulness, interdependence, independence and responsibility.

Methods Applied

Between September 1977 and May 1978, I researched the History of the Mississaugas, obtained special skills in Mississauga language and dancing, and purchased the necessary classroom and field equipment. For the pre-trip teaching of this program, I produced a curriculum unit including a slide-tape presentation. My project was designed to include approximately one month of classroom studies prior to the field trip. The followup unit was based on a week of review and summary activities.

In order to implement my field program, a typical Mississauga Village of the early 1800's would have to be developed. This aspect of the program was planned and developed by ten senior students from Peel's Alternative Secondary School, "IndEC South". Stan Choptiany and Pat Lawrence, IndEC South teachers, facilitated the achievement of this goal by assisting and directing the students in the researching and planning of the Village. The first phase of the Mississauga Village was completed in May of 1978, and all the students received various amounts of credit in their history courses for their unique contributions to this aspect of the project. In order to totally develop the Village by 1985, every year several IndEC South students along with Pat and Stan, plan and develop another phase of our Native Village!

In preparation for the piloting of the Field Centre Program, two elementary classes in Peel were selected at random for our "trial run". Maxine Handley's Grade Four class, Caledon Central, and Bruce Weaver's Grade Five-Six class, Ellwood Memorial were selected as the first classes to test my Program. In order to prepare the students for the Field Program, several planning sessions were held with the above teachers. Between February and May 1978, the students received classroom instruction on such areas as Native Dances, Songs, Crafts, Language-Council Ceremonies, and the History of the Mississauga Natives.

The Field Program was piloted with one class in May, and the other class in June 1978. The Field Program consisted of a day at the Field Centre, and consisted of the following Native Studies Activities:

Planting Crops
Edible Plant and Animal Resource Survey
Native Crafts
Outdoor Games
Traditional Native Lunch
Council Ring Ceremony.

After their day at the Field Centre, the project was completed with a week of followup activities. Evaluation of my Program was conducted by the participating students and teachers, Field Centre staff, and Phil Kettle, Coordinator of Social Studies in Peel.

The development of my project was enhanced to a large extent by the financial contributions of OPSMTF (Peel Local) towards the purchasing of classroom and field equipment. Since my project was implemented in May 1978, over two thousand Peel students have participated in the Program.

Conclusion/Results

Although my original goal was to develop an outdoor education program on Mississauga Native Studies for the Peel Field Centres; the whole area of Native Studies in Peel has been re-opened. With the assistance of Peggy Morrison, Peel Resource teacher and Phil Kettle, I conducted two all-day professional development programs, for Peel teachers and coordinators in 1978 and 1979. Although the major goals for my Program will remain the same, the project appears to be improving every year with new dimensions to the Native Studies Village, and to the field activities.

Name and address of teacher: 80—7—18

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Name and address of school:

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Title:

NATIVE STUDIES

This course was developed on a non-textbook approach so that up to date resource material could be used. Contemporary articles have been gathered from many sources such as newspapers, from various Indian organizations throughout Canada, periodicals and textbooks considered to be relevant to the various units. The material in this course can be constantly updated and units can be developed to relate more closely to the area of Canada where one is teaching.

Objectives

The main objective of the course is to develop an appreciation by both Indian and non-Indian students of the history and culture of Indian groupings in Canada. Material is used to illustrate value systems and to examine situations whereby students can thoroughly understand the full meaning of prejudice and discrimination. Another objective is to make students fully aware of the historical events surrounding Land Claims. Through field trips to Indian communities, it is hoped that non-Native students become more aware of the traditional Indian ways.

Methods and Procedures

I organized this course into six units consisting of approximately eighteen hours each. Through contact with the Librarian at the Yukon Indian Centre, I was able to compile a list of topics that could be explored through project assignments. Next I subscribed to several Indian newspapers or utilized the services of our school library, public library, and that of the Indian Centre. Much information in the way of pamphlets from various organizations is free for the asking.

To give an overview of native groupings in Canada, Douglas Leechman's text Native Tribes of Canada was used for an introduction. The maps give a good visual treatment to location of various Indian

groups. Next I did a treatment of the Yukon but this unit can be planned according to the area you live and teach in. A detailed community study comprised the third unit with the main focus being a three-day field trip. Local band offices are very cooperative in promoting this type of visitation. During this trip, interviews and photographs are compiled and students are given an opportunity to observe traditional skills exhibited in snowshoe making, tanning hides etc. In some situations students can take an active part.

Indian publications have a wealth of information on Land Claims. Most organizations have prepared slide-tape presentations and have personnel available to make presentations in your classrooms or will loan material to your school.

Indian organizations are studied in the various provinces through an historical perspective. Their relationship with the federal government especially in recent years is examined.

Most provinces have pamphlets and material in the area of human rights. Values, prejudice and discrimination are studied for furthering the understanding of real problems experienced by Indians in a white society. The Human Rights Commission of Alberta has prepared an excellent booklet on Respecting Our Differences.

General Comments

Students have responded to this diversified approach to Native Studies. Much of the material is written by Indian authors, consequently giving two sides of each issue and an added degree of authenticity of information. Material in this course allows Indian students to become more aware and proud of their heritage and provides situations for the sharing and appreciation of individual ideas and ways. Lastly, the course can be readily adapted to any teaching area in Canada.

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80—7—19

Name and address of school:

Overlander Junior High School
Box 160
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Hilroy presentation to Grant Smith, right, by ATA President, Mac Kryzanowski.
(ATA News, June 1980)

Title:

REMOTE SENSING

Overview

The Remote Sensing Program is anything but "Remote"—it is a program relevant to everyone of us on the Planet Earth. Today's space-age students are enthused about the world around and above them and Remote Sensing is a tool that Educators can use to capitalize on some of that enthusiasm.

Modern Satellite Remote Sensing dates back to 1972 with the launching of the first Landsat Satellite. For the uninitiated, Remote Sensing by satellite involves the orbit of our planet by two Landsat Satellites carrying various sensors which detect cultural and natural features of our Earth.

Since the inception of Satellite Remote Sensing in 1972, the limit of Remote Sensing's usefulness has yet to be realized. The Forest, Mining, Fishing and Agriculture Industries are but a few of the wide range of disciplines benefiting from the wealth of information produced by Remote Sensing.

This project is the result of my investigation into the possibility of incorporating some of the available literature, expertise and visual materials into a curriculum project as a suitable complement to the Grade 8 Earth Science Curriculum.

Rationale

Remote Sensing is an ideal vehicle for curriculum enrichment for the following reasons:

1. Remote Sensing is interdisciplinary—encompassing branches of Science, Social Studies, Mathematics and Language Arts.
2. Remote Sensing and the mechanics of the same are intrinsically interesting to today's space-age students.
3. Remote Sensing can be related to every corner of our Planet Earth. Consequently, the students can use Remote Sensing information to identify local and regional physical features—making Remote Sensing a relevant and readily applicable study.
4. Remote Sensing, in one form or another, can be incorporated as an effective teaching tool at just about any grade level and in various areas of specialization.

Program

Students are introduced to the concept of Remote Sensing through a structured program that traces the evolution of aerial photography over the past one hundred years. Students learn to distinguish the visible and invisible portions of the electromagnetic spectrum, various film-filter types and combinations as well as the reflective properties of the Earth's surface features.

Once established, these concepts are then applied to the task of interpreting local aerial photographs and multi-band satellite imagery.

The entire process requires students to:

1. Identify a variety of data acquisition and data processing methods.
2. Utilize space-age terminology.
3. Recognize urban and rural developmental patterns.
4. Transfer mapping scales from topographic maps to Landsat Imagery.
5. Appreciate the mechanics of satellite operations and the impact they have on the greater understanding of our Planet.

Implementation

The various provincial Remote Sensing Centres across Canada or the National Centre in Ottawa can assist teachers in acquiring background information on Remote Sensing.

Local aerial photographs are available from the National Air Photo Library and the local Landsat Imagery is available from Integrated Satellite Services in Prince Albert, Saskatchewan.